A TRAUMA-INFORMED APPROACH TO WELLNESS

"the biology of stress and the science of hope"

click here for podcast introduction

Dr Sarah Temple MRCGP
Alpiri

www.mindfulemotioncoaching.co.uk
This trauma-informed approach to wellness has taken over ten years to develop. Initially I worked with Shoba Manro Holly, a social care colleague, drawing on Professor Eileen Munro’s Review of Child Protection and the Social Care Institute of Excellence document ‘Think Child, Think Parent, Think Family’. When Shoba moved to Australia in 2014, I set up the social enterprise EHCAP and began to integrate research by Dan Siegel (Mindsight Institute), John Gottman (Gottman Institute), Jack Shonkoff (Center on the Developing Child), David Eaglem (The Brain), Sophie Havighurst (Tuning into Kids) and Mark Bellis (Public Health, Wales). In my 30 years working in the NHS- both as a GP and in the Child and Adolescent Mental Health Service (CAMHS) - I have noticed how difficult it is for us as health and care professionals to maintain empathy and compassion and this approach is an attempt to re-balance this by being kind with ourselves first.

I am thankful for the support I continue to receive from the many parents, young people and professionals who work with me.

Sarah Temple

Doctor Sarah Temple MRCGP
GP and Director EHCAP Ltd - a social enterprise working with Education, Health, Care and Prison Services
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When viewing this book online click on blocks of text to link to further information. For example, this texts links with information about Adverse Childhood Experiences or ACEs
What you are going to read

This book is an invitation to join us in building skills and capabilities within public services and communities so that we are all able to respond more effectively to the emotional and mental health needs of children and young people and to the experience of childhood adversity or trauma.

Wellness involves understanding and balancing the connections between the brain, the body, our social environment and childhood experience.

In order to be ‘present’ in mind, body and environment we need to regularly practise being relationship-aware by caring for ourselves with kindness and compassion and building our emotion intelligence.

"Emotion Coaching is a step in the right direction. It is vital that this approach becomes fully understood and embedded in our consultations as clinicians"
Community Paediatrician 2018.
We also draw on the work by Professor David Eagleman, resources from Center on the Developing Child at Harvard University and *Tuning in to Kids* - a successful parenting programme developed at the University of Melbourne, Australia. Links to these sources are in the references section - all are readily available online.

We believe that acknowledging the effect of Adverse Childhood Experience (ACES) and building skills in relationships and resilience are key.

As a result, we have created the Mindful Emotion Coaching and ACE awareness - or MACE - approach. Mindful Emotion Coaching is a psycho-education tool and we have integrated it into a Wellness Plan. Our work is trauma-informed, and designed to build skills and capabilities in those areas of the brain most likely to have been affected by early trauma and adversity, as well as being relevant and useful for us all.

The evidence for this approach is largely taken from the work of Professors Dan Siegel, John Gottman and Jack Shonkoff, who are all based in the United States.

**RELATIONSHIPS ARE KEY TO WELLNESS**

Regarding Adverse Childhood Experiences (ACES); in the seminal study by Anda and Felitti in 1998, ten questions relating to adversity in childhood were added to a health questionnaire completed by 17,000 adult Americans who held health insurance with Kaiser Permanante. Analysis of the data collected showed that those reporting four or more ACEs were more likely to have physical and mental health difficulties and to have more risk taking behaviours, e.g. smoking or using illicit drugs.
There are several core elements to what we are doing:

- however much adversity any one of us has experienced we all have moments of connection and balance. Wellness over the longer term can be coached through the identification of these moments, and the analysis of how to have more of them.
- within this is the recognition that adversity affects all of us, not just ‘that child or that family over there’. We can all benefit from Mindful Emotion Coaching and ACE awareness (MACE). Being inclusive and non-judgemental is vitally important if we are to change systems. This is a paradigm shift from the concept of ‘identify children and families with difficulties, assess them, fit them into tiers and treat them’.
- the human mind extends beyond the skin and we are interconnected in ways that are not yet fully understood but that are fundamentally crucial to normal development. Stress occurs at three levels - positive (the normal stress we all experience in every day life), tolerable (more severe stress such as the death of a loved one - buffered by connecting relationships) and toxic stress (where there is excessive or prolonged activation of stress response systems that is not buffered by connecting relationships).

Babies in utero and in the first two years of life are particularly vulnerable to toxic stress and their physiological response to it may effect learning, behaviour and health across their lives. Toxic stress affects the laying down of brain architecture, hormonal systems, immune systems and the expression of the DNA within our genes. In other words toxic stress changes how our cells work together.

- the science of hope - the human brain is developing until the mid twenties. We can build new neural pathways in our brains with regular mindful exercises and emotion coaching. The younger the process of change starts, the easier it is, but it’s never too late to make healthy changes.
workshops are facilitated to draw out the wisdom in the room and we are committed to creating a culture in which we learn from each other. Learners are actively engaged in using 'The Hand Model' and Emotion Coaching. We regularly refer to sources of further information and stream the video clips we use in our workshops through www.mindfulemotioncoaching.co.uk.


In this metaphor, the part of the brain that governs emotion is represented by the thumb and acts like an accelerator on areas that govern body function. The thinking part of the brain acts as a brake on emotions and is represented by the finger tips. When the thumb is ‘reactive’ and the fingers pushed up we have ‘Flipped our Lid’. When the thumb is calm and the fist is closed (representing motorways of connections between different areas of the brain) we are responsive and making the best use of our brain as both embodied and relational. This is when we make our best decisions. When our lid is down and we are interacting with others who also have their lid down we make our best collective decisions and choices. We can learn to calm the reactivity of our brain through emotion coaching techniques and mindful exercises. One of the ways the thinking part of our brain works to calm our bodily responses is through stimulation of the vagus nerve (this is known as Vagal Tone). The vagus nerve travels from the brain stem to key organs in the body, doing things like lowering heart rate and breathing rate.

workshop content is designed to enhance understanding of how adversity in childhood may affect mental health difficulties, for example how experiencing trauma and adversity in early life affects children and young people with a genetic predisposition to Aspergers Syndrome, Attention Deficit Hyperactivity Disorder or Depression.

Many books have been written about attachment theory and many more will undoubtedly be written about responding to Adverse Childhood Experiences. This book is an introduction to the core concepts. It should provide sufficient information for you to decide whether or not you are ready to commit to making the changes within yourself that will enable change more broadly within families, schools, communities and health care systems.
What is different about our approach?

‘what is working well for you and what do you need to make everything work well more often?’

The founding premise of coaching is a belief that everybody is resourceful to some degree. The process of wellness coaching is to encourage all of us to tap into and grow our internal resources. This involves a partnership approach, agreeing topics to focus on and outcomes that matter to the person. Both the coach and coachee are seen as experts, with the coachee as an expert in their own life. This contrasts with more traditional approaches which look for the problem, make a diagnosis and find a solution holding a focus is on what is wrong and the belief that we can fix anything.

Our approach involves changing our own thought processes and applying the science within our personal lives, at work and in community settings. It involves looking at our own experiences and assumptions, which can be both difficult and painful. Mindful Emotion Coaching works on the basis that everyone has moments of harmony and connection (however infrequent) and that it’s a question of becoming aware of these and making sure that our environment enables more of these moments - particularly when we are working in situations of high stress.

The Wellness Coach, uses his or her expertise to enable professionals and members of the community to understand the science behind moments of harmony and connection, and how to achieve more of them in daily life.

There is no end point because the process is dynamic

We encourage you to explore and learn the underlying theory (see references and links) to engage with Mindful Emotion Coaching as fully as possible. Mindful Emotion Coaching offers a new way to approach change and improve outcomes for children and families. In order to cascade your learning most effectively, you will also need some basic competencies such as group facilitation (as opposed to group training), change management skills and dealing with data.
MACE is a practical and effective response to attachment theory and to ACE data collected by Anda and Felitti and many other organisations in the UK and across the world.

Center on the Developing Child (CDC), Harvard University synthesises and communicates the science of child development with the goal of making it actionable across the world. This learning platform has significantly contributed to the quality of the materials and resources EHCAP has developed. The three principles that the CDC advocates to improve outcomes for young people and families are:

- build responsive relationships
- reduce sources of stress (includes education about toxic stress)
- strengthen core life skills

These principles, together with precision, fast-cycle iteration, shared learning and co-creation, are embedded into the Theory of Change that sits behind the Mindful Emotion Coaching and Adverse Childhood Experience approach.

Safeguarding is a golden thread through all our training and materials. Serious Case Reviews over decades have brought to our attention the difficulties professionals across services have in communicating effectively. Professor Eileen Munro expanded on this in her Review of Child Protection and the Working Together Statutory Guideline have become more assertive about our responsibilities in the years following that review.

Taking a trauma-informed approach can stretch soft and non technical skills. It is particularly relevant to highly stressful situations such as those where there are safeguarding concerns. The question posed by way of evaluation is whether the trauma informed approach to Wellness Coaching, Mindful Emotion Coaching and Adverse Childhood Experience (ACE) awareness (MACE) can enable professionals to work together more effectively across services and communities.
Emotion Coaching is based on Dr John Gottman's research on emotional intelligence. Dr John Gottman studied families for over twenty years. He observed four parenting styles: Dismissing, Disapproving, Laissez Faire and Emotion Coaching. He observed the predominant parenting style and measured how well the children performed in school, observed how well they related to their peers, and interviewed them to see how appropriately they behaved socially and how they related to their parents. His team kept finding the same results: children who were Emotion Coached at least 30% of the time were more successful as adults on measures like peer friendships, gainful employment, and academic performance than children parented in other ways. Emotion Coaching means helping children and young people understand their emotions by recognising what they are feeling and why. Crucially, bids for connection are seen as opportunities for learning with problem solving and limit setting as the last stage in an interaction - after relationship building.

All Emotions are OK but not all behaviours are OK

Dr John Gottman named these skills Emotion Coaching and they are fundamental in creating respectful, emotionally healthy, resilient children and adults.

Emotion Coaching as a common language across services and communities

Tuning in to Kids is an evidence based Parenting Programme based on John Gottman's principles of Emotion Coaching.

CAMHS Emotion Wellbeing workers in Somerset have trained to provide Tuning in to Teens parent support in schools. The programme can be found online at www.sharesomerset.co.uk.

Over 200 Family Support Workers and Parent Family Support Advisors have trained to provide either Tuning in to Kids or Tuning in to Teens parent support.
Young child worrying about tests at school

Mum notices her eight year old child is worrying about his test at school tomorrow and says:

with a **dismissing** relationship style: ‘You’ll be OK, I know you - come and have your dinner. I’ve cooked your favourite food’ (this style appears caring but doesn’t actually give the child a chance to talk about emotions)

with a **disapproving** style: ‘If you’d stayed in and done some work on Saturday instead of going out playing with your friends you wouldn’t be in this situation’

with a **laissez faire** style: ‘I can see you are worrying about these tests- come on lets do something together to take your mind off it - tests aren’t important in life’

with an **emotion coaching** style: ‘ah (pause) .. you alright? I’m wondering if you’re feeling worried about those tests, am I right?’ (This style gives an opportunity to connect and build emotion literacy)

John Gottman’s research tells us that by using an emotion coaching style at least 30% of the time we can build a child’s emotion intelligence

**Teens and adolescents**

When emotion coaching with teens and adolescents remember you are in a consultant role rather than the managerial role used with a younger child. The adolescent needs to label their emotion themselves and do most of the problem solving. This is because the adolescent brain is changing as the child becomes an autonomous adult and your role is to support and facilitate this process. It’s very different from working with a younger child where the thinking part of their brain (pre-frontal cortex) is working in tandem with your brain.

You’ll need to wait for the opportunity for adolescents to share their emotional experiences. For this age group, you’re not always the one who determines the timing and often adolescents make a bid for connection just when you’re wanting a moment to yourself. **I find that pausing and using mindful exercises to keep me in the moment helps me respond effectively** when this happens.
John Gottman’s five steps of Emotion Coaching

1. **Tune in** and become aware of a young person’s emotion
2. View emotions as **opportunities for connecting** and learning
3. Recognise **feelings and empathise with them**, avoid judgement
4. Validate **feelings and describe them** – young children will need you to help them label their feelings while teens need you to facilitate them describing how they feel
5. **Problem solve, negotiate boundaries** and where necessary, impose limits.

Emotion coaching is about building and enriching relationships. The problem solving comes last – after you’ve talked about feelings. Seeing the brain as a social organ dependent upon relationships with other people and understanding how our brains develop early on in our lives helps us all understand our emotions.

**All Emotions are OK but not all behaviours are OK**

Tuning in to Kids is an organisation based in The Mindful Centre, Melbourne University. The evidence based parent support programme they have created is based on the research by John Gottman and Emotion Coaching.

Each year for the last four years we have hosted either Tuning in to Kids or Tuning in to Teens facilitator training in Somerset. Most of the staff who have trained work as Parent Family Support Advisors within school settings.
Examples of resources developed by coaches trained in Mindful Emotion Coaching.

**STEP 1 – Recognise, Understand, Validate and LABEL the feeling**

Look for physical and verbal signs of the emotion being felt. Take on the child’s young person’s perspective. Use words to reflect back the child’s emotion and help child/young person to label emotion.

- “You seem angry to me” or sad, upset, fed up etc…
- “I can see you are feeling (angry)”.  
- Affirm and empathise with the emotion. Allow to calm down.
- “I would feel (angry) if that happened to me”
- “I get that you are (upset)”
- “I can understand you’re feeling (sad)”

Anger  Joy  Surprise  Fear  Sadness  Disgust

**STEP 2 (lid is down) – Problem Solving and Limit Setting**

All Feelings are OK, Not all behavior OK (use behavior policy of setting if necessary/appropriate):

- “Can you remember what happened to make you feel like that?”
- “It’s OK to feel like that but it’s not ok to behave like that?”
- “Can you think of a different way to deal with your feelings?”
- “What could you do differently next time?”
- “Would you like to talk to someone further about how you are feeling?”

Emotion Coaching starts by recognizing your child’s feelings. Many parents are able to see the positive emotions a child expresses, but struggle to see the challenges they face. While it takes effort to teach your child about feelings and appropriate behaviors, it is time well spent.

**STEP 3**

- Be aware of emotions.
- Tune in to your child’s feelings and your own.
- Pay attention to your own emotions, from happiness to sadness to anger.
- Understand that emotions are a natural and valuable part of life.
- Observe, listen and learn how your child expresses different emotions.
- Watch for changes in facial expressions, body language, posture and tone of voice.

**STEP 4**

- Name emotions. Help your child identify and name emotions.
- Identify the emotions your child is experiencing instead of telling your child how he or she should feel.
- Naming emotions helps soothe a child.
- Set a good example by naming your own emotions and talking about them.
- (Consider pause here).

**STEP 5**

- Find good solutions.
- Explore solutions to problems together.
- Redirect misbehaving children for what they do, not what they feel.
- When children misbehave, help them to identify their feelings and explain why their behaviour was inappropriate.
- Encourage emotional expression, but set clear limits on behaviour.
- Help children think through possible solutions.
- Don’t expect too much too soon.
- Be aware of tempting settings and be prepared to help your child through them.
- Create situations where your child can explore without hearing lots of “don’ts.”
- Catch your child doing lots of things right and praise them.
- Do chores, like picking up toys, together.
- Make tasks as fun as possible.
Between 2015 and 2019 we were lucky to have the support of Headspace and as a result we were able to provide free annual logins to the Headspace App for staff working in school environments.

Some recent feedback includes:

"Super appropriate resources and great ideas to share with staff and pupils."

"I was really pleased to find that the guided meditations helped me to calm when I was feeling under the weather and helped myself and partner to sleep at stressful points in the school term."

"The Headspace App has been extremely useful in helping me deal with times of stress on a daily basis, especially during exam season when there is a lot of pressure."

Mindful activities are integrated with emotion coaching.

Jon Kabat Zinn, creator of the Mindfulness Based Stress Reduction (MBSR) course, at the 2019 Mindful Healthcare Summit.

"the deepest repository for health and wellbeing lies right inside our own bodies and minds. By paying attention in a certain way we can tune in to healthy dimensions, activating our genetics and every aspect of our biology. Our bodies know when we are calm as opposed to frustrated, agitated or stressed and our biology changes."

At the level of neuroplasticity, mindful activities drive functional connectivity between different regions of the brain which do better when they connect with each other. They improve attention regulation, emotion intelligence, perspective taking - all sorts of biological functions that have profound effects on our health and wellbeing.
Clearly there is a time and place for problem solving. For example, if you are having a severe allergic reaction (anaphylaxis) then in that moment you need the problem to be diagnosed and fixed. However when you are past the crisis, the goal changes to managing a healthy life. Similarly, when a partner is abusive or violent you need intervention to prevent injury. Beyond the crisis however, you need to determine how to hold healthy intimate relationships.

Mindful Emotion Coaching helps us to maintain positive and supportive relationships and crowd out those behaviours and beliefs which do not contribute to wellness. By spending time defining what kindness, respect, empathy and being inclusive look like and building skills and capabilities in mindful awareness (insight) and integration (core parts of the brain connecting - fist closed in The Hand Model), learners explore what it feels like to be in the centre flow of their ‘River of Wellbeing’ rather than on the banks of chaos or rigidity.

**Professor Dan Siegel** talks about ‘The River of Wellbeing’ in his book ‘The Whole Brain Child’. In life we all find ourselves on the bank of chaos or the bank of rigidity from time to time. Resilience is about how we move back from the banks (where our lids are up and we are reactive) to the central flow (where our lid is down and we are responsive).

More is being learned all the time and you can add to the knowledge. You are invited to join EHCAP as a Wellness Coach and contribute through our knowledge sharing groups.

We hope that you decide to embrace this positive and powerful approach to change.
'In' Groups and 'Out' Groups

Normal brain function depends on the social web around us. Our neurones need other people's neurones to thrive and survive.

Co-operating for the good of the group has allowed human populations to thrive and for the richness and complexity of our modern world to develop. Social rejection even as simple as being left out of a game of catch results in activity in the pain matrix of the brain.

In other words, social pain activates the same pathways as physical pain. Our inbuilt neuronal systems drive us toward bonding - belonging brings us comfort.

Assumptions arise from a set of beliefs shared by a group and enable the group to act without needing to re-evaluate each time - often at an unconscious level.

Children who have experienced toxic stress (especially in pregnancy and the first two years of life) may have difficulty understanding group assumptions in a school setting due to the effect of the toxic stress on their physiology and brain architecture. These children are at risk of having emotional and behavioural difficulties in group settings because the way that they interact socially is different. Without an awareness of the brain as a social organ, school staff may cast these children into an Out Group.

Once a child is cast into an Out Group, staff will find it acceptable to think and say things that they would not normally consider OK. Unless this is managed the contagion effect will take over, increasing the risk of the child getting excluded from mainstream school.

This experience of social rejection from the group may leave the child at risk of being picked up by gangs, e.g. county lines. Gangs may provide that sense of belonging their neurones need but often with a cost of involvement in criminal activity.
Assumptions of Mindful Emotion Coaching

- problems are rarely solved on their own - for instance studies on wellness during the latter stages of old age show that moving from the 'diagnose and treat' model into a relationship based holistic approach to end of life care has benefits for everyone
- in every group something works
- what we focus on becomes our reality
- reality is created in the moment and there are multiple realities
- the act of asking questions of a group influences the group
- everyone needs to have a voice, be heard and to feel a sense of belonging
- learning is ongoing

Our Mindful Emotion Coaching approach

- action oriented
- focuses on strengths and opportunity
- engages all levels of the workforce and community
- pays attention to results, e.g. Avishayes Primary 2017/18 and Milborne Port Primary 2018/19
- data analysis

In the final report (2019) for the Public Health funded Somerset Emotion Coaching Project we give an example of data collected from a primary school in South Somerset where (since the introduction of the MACE approach) the number of referrals to Early Help, CAMHS and Social Care have reduced. The number of incidents of bullying have reduced and children who score 1 for Personal, Social and Emotional Development at Early Years Foundation Stage now have their needs routinely assessed from the moment they enter mainstream school. Families are offered access to Tuning in to Kids support groups and to coaching or counselling.

In the 2017-18 Somerset Emotion Coaching Report we have a narrative analysis of Avishayes Primary School in Chard - we chose to focus on this school because the data collection demonstrated reduction in behavioural incidents since the introduction of Emotion Coaching.

In the 2015-16 Somerset Emotion Coaching Report we provide evidence of improved staff wellbeing through psychometric questionnaires and analysis led by Bath Spa University. The writing of this report was led by Dr Janet Rose.
Accessing information about our approach

The majority of our online resources are available through www.mindfulemotioncoaching.co.uk. The video clips that we use in workshops are streamed through our interactive site - to access the full powerpoints with trainer notes please either register with EHCAP as a Wellness Coach or email Dr Sarah Temple.

Our Wellness Plan (copyright Alpiri) was originally based on an Australian Suicide Prevention Plan produced by BeyondBlue. We have worked in collaboration with young people in Sherborne and Frome to create a more accessible version that can be used by families and young people at any time to support wellness. The process by which we did this is described at www.iwara.co.uk.

The Alpiri Wellness Plan
Planning for wellness involves seeing the brain as a social organ and the mind as both embodied and relational. A structured approach to relational aspects of the mind is provided in the plan but it is crucial to also remember the importance of sleep, balanced nutrition, exercise, down time and play.

Initially we suggest learners use the plan themselves for their own wellness. Once accepting of this as an approach the idea is that the plan can then can be shared with colleagues and families.

The seven steps of the plan are the building blocks for structured conversations - to support us all in knowing how we can strengthen and enable our connections and wellness. The plan is best completed with a close friend or trusted person and takes about half an hour to complete.

- **warning signs**: changes in thoughts, feelings, moods, behaviours or physical symptoms that happen when you are getting stressed or becoming anxious or unwell, e.g. feeling like a burden, feeling hopeless, feeling trapped (lid starting to flap in The Hand Model).
- **moments of calm**: think about moments when you feel calm, happy and ‘tuned in’ - in The Hand Model this is when your lid is down.
- **making the environment safe**: taking yourself out of unsafe or stressful situations.
- **things you can do for yourself** to support bringing your lid down, e.g. going for a mindful walk, doing some exercise.
- **connecting with people and places**: being around people can improve your mood and can be as simple as going to a park or inviting a friend over to watch a movie.
- **friends and family you can talk with**: this is an opportunity to think about those people you feel really safe with who you go to when things are really tough. It can be helpful to share this plan with those people.
- **professional support** is always available when things become too much. If one service doesn’t work for you, try another one.

*Samaritans are available free any time from any phone 116 123*
Sign up to our Coaching Wellness shared learning forum through

www.coachingwellness.co.uk

Are you working or living with children and young people who have difficulties with their mental health or managing their emotions? Are you interested in developing your skills in a trauma informed approach to wellness? If you are interested in finding out more, sign up and join an international group of professionals, volunteers and parents who are seeking innovative and joined up ways of working together to improve outcomes for children and young people into adulthood. Our approach moves away from the ‘identify and fix’ model toward ‘figuring out together what’s going on’ and building skills and capabilities in emotion intelligence and executive function. This leads on to a whole system culture shift which involves everyone understanding the model of positive, tolerable and toxic stress as well as developing skills in mindful moments and Emotion Coaching.

2019 Projects

Working Together with:

Cambridge University Clinical Medical Students
www.mindfulcambridge.co.uk

Essex Child and Family Wellbeing Service
www.cultureofkindness.co.uk

Facts4Life, Gloucestershire - developing resources for Early Years and school setting

Hampshire Safeguarding Team - developing a training resource enabling improved communication between professional across agencies

Norway- the European Centre for Tuning in to Kids

Somerset- CAMHS transformation project

West Somerset- Mindful Emotion Coaching and ACE awareness in schools and communities with emphasis on collaboration between Early Years and Primary Care
The Facts4Life team in Gloucestershire have incorporated Mindful Emotion Coaching and ACE awareness into the resources they are developing for schools. ‘This is Fin and Bear’ is an example of a recently published book which introduces children in Early Years to the value of caring for themselves. EHCAP is currently distributing this book within Early Years settings in West Somerset alongside a school readiness project in which parents and carers in Early Years are offered access to half hour consultations building skills and capabilities in emotion intelligence using the Alpiri Wellness Plan.

‘Fin has this amazing body, and so do you! Join Fin and Bear in learning about how bodies and minds work and what we can do to help us be healthy and happy’.
Comments and Stories

“Emotion Coaching is a step in the right direction. It is vital that this approach (and the ACEs) becomes fully understood and embedded in our consultations as clinicians, in our schools and in homes. I have always been aware of the effects of adversity on the developing brain, but this training actually gives us strategies on how to recognise, manage and support these children. We need to focus less on diagnosing and labelling children and concentrate of giving them tools to become independent and able adults” Consultant Community Paediatrician 2018.

“When he (inspector) spoke to me later in the day he informed me that in all his years he had never experienced such positive feedback from parents. One reference was ‘life saver’ – the parents demonstrated and explained The Hand Model to him” Parent Family Support Advisor, Mendip.

“Individuals benefited from the mixture of professionals attending the course and how the sessions were run by the facilitators. In addition, having the opportunity to get together with like-minded individuals makes professionals feel part of a wider network/team.”

“It is invaluable to hear what is happening and keeping up with current developments. Also it makes you feel part of a bigger team and less isolated.”

“Last week, I saw a 15 year old girl with a diagnosis of ADHD but with a hugely complex background (ACE score 7) and explained the science behind toxic stress, how it had affected her brain and why she ‘flies off the handle’. She really engaged with the discussion and I have asked her and her family to go away and work on increasing their understanding. Last month, a grandmother of an extremely challenging little boy (she has a special guardianship and, again, there is a hugely complex background) told me that using Emotion Coaching had reduced a ‘meltdown’ from what would usually be two hours to only 20 minutes. She was so amazed by this and proud of her own achievements” Consultant Community Paediatrician 2018.
Over 1000 learners have signed up to our free e-learning and 80% of the feedback provided is scored at 8/10 or higher.

"Really enjoyed the course and the content. Loved learning about the way the brain functions, the Hand Model and the ways we can help children regulate their emotions. Also liked the link and referral to the book 'Mind Hug' and the Headspace App."

"Clear simple understanding of complicated subject. One of the most informative online courses I've done and the resources were excellent!"

"Very educational to incorporate into our work as an educational psychology service empowering schools to support their children as best as they can."

"I am a looked after children's nurse in the Mid Essex quadrant for Virgincare with 8 years experience in school nursing, I am thoroughly enjoying the course and learning to be a facilitator, endeavouring to make a difference to the population of young people I work with" Sarah Minihane, March 2019.

"Our beliefs about emotions can really impact the response of other people, especially young people. Enabling an open and honest environment where young people see the modelling of sharing an emotion (positive and negative) in a safe way can open doors for them to be confident in expressing their emotions" Ceri Cusack, April 2017.

"Glad I came across a post for this FREE on line short course. What more could I have asked for? I have found so much out and refreshed on things I've already touched on. Looking forward to increasing my knowledge even more with the amazing resources shown" Chloe Morgan, April 2017.

I have just completed the course. I really enjoyed reading the content and learning about emotional intelligence and emotional coaching. I will definitely be taking some of these approaches into my classroom' Primary School Teacher, September 2017.

e-learning means parents, young people and professionals can access our resources easily.
Case Study written by a Special Educational Needs Co-ordinator working in a Primary School - 2015 Somerset Emotion Coaching Project

- **Background**
  Jack has complex needs. He has additional funding for Social and Emotional Health (2) and has an Education Health Care plan. He finds it extremely difficult to self-regulate and goes from calm to angry in a matter of seconds, which is really difficult to manage. Everything has to be his way. He shows trauma related behaviours and needs to feel safe. He shows either fight or flight mode in most circumstances. He cannot identify feelings in himself or others and cannot accept responsibility for his behaviour. Jack has been excluded a number of times and is at risk of permanent exclusion.

- **Emotion Coaching Interventions**
  I started using emotion coaching after the introductory session with Jack. I couldn’t use the full steps of emotion coaching straight away because of his needs and where he was emotionally. Every time he got angry he would come up to my room, scream, shout, swear and hit things. Usually I would let him calm down before speaking to him. Instead, I would give him five minutes, then identify his emotion “It looks like you are really angry. Am I right?” Instantly, this was effective. Jack would think about what I had said and then reply, saying “yes”. I would then respond and ask him if he wanted to tell me why he was so angry. Jack would explain why he was angry but leave out his behaviour.
  After a few weeks, Jack was used to emotion coaching and developed from telling me what happened into also describing his behaviour in the incident. When he was able to articulate this we then challenged the behaviour. We talked about certain behaviours not being acceptable and strategies he could use instead. This took a lot of time to go over as initially he couldn’t regulate at all. After 6 weeks with support Jack could use one main strategy.
  Jack has started to come to me and express his feelings. He will make comments such as, “I’m angry because Tom called me thick.”

- **Outcome**
  Jack is able to calm down a lot more quickly as a result of emotion coaching. He is able to identify his emotions and to understand that his behaviour is not acceptable. He has also started to apologise to his peers for his behaviour and as a result fixed term exclusions have been zero since using emotion coaching.
Testimonials
Jenny Hartnoll, Health Connections Mendip, Somerset - Service Lead

‘The Health Connections Team work with people who are 18 and over but when we heard about EHCAP’s work we really wanted to get involved. Our team trained with Sarah to enable them to support the adults around young people in our community. The training created many ripples across our work - it influenced how we work alongside adults but also how we work as a team. We then went on to invite sixth form students to get involved and developed the Youth Patient Participation Group. We now we have two of our team trained to deliver Tuning in to Teens.

Emotion Coaching is a grass roots approach where the young people involved ‘own’ the work and cascade it to peers. Parents and Carers feel empowered to support each other and young people rather than relying on paid ‘professionals’ - young people and the adults around them are the experts in their lives. One young person has even been inspired to write about living with anxiety alongside friends who have other issues that are affecting their mental health’.

Practice Manager, Primary Care, Somerset

‘The workshop helped staff (GP receptionists and team members) empathise and understand the behaviour that patients may display and then to appropriately work with them to get them the help they need’.

Lucy Beney is a counsellor trained in Mindful Emotion Coaching and ACE awareness. She is working in schools with both parents and young people and in private practice in South Somerset.

“The work is long-term and committed; it can be frustrating and depressing; there are devastating lows and humorous highs; it is enormously rewarding and valuable beyond measure.”
One of the Mum’s who attended a Tuning in to Kids parent support programme in 2016 decided to set up a Facebook Page which runs as a closed group. Posts are regular and there are over 800 members! The page is called Mindful Emotion Coaching Families - why not take a look and join us all?

Another Mum in a Tuning in to Kids programme set up a Pinterest page with a collection of different boards all underpinned by Mindful Emotion Coaching. She has 132 followers and all sorts of information gathered together in a way that is easy to access.

We have our own Facebook pages too - if you like to post and share with friends this is the one for you - Mindful Emotion Coaching

Our second Mindful Emotion Coaching page is less personal but nevertheless popular
In 2014 EHCAP was successful in bidding for a Public Health funded Project in Somerset, which involved working across children’s services (60% of staff trained had to be schools based).

The programme, developed in partnership with Bath Spa University enabled the workforce to:
- better understand the effects of trauma on the emotional development of children and young people
- respond more effectively when working with children and young people with emotional and behavioural difficulties
- better manage their own wellbeing

Following feedback from learners, the attachment aware part of the training was modified to include information about toxic stress and data from the seminal study by Anda and Felitti on ACEs. This is how the Mindful Emotion Coaching and ACE Awareness workshops were created.

EHCAP has trained facilitators in The Child And Family Wellbeing Service, Essex and supported Dr Sarah Temple develop a programme in Hampshire, building skills in communication between professionals across Partnership Services (Police, Care, Early Help and Health).

‘A special thank you to Lucy Beney for her support in editing this ebook and to the EHCAP Wellness Coaches for sharing stories and keeping me going in moments of doubt’ - Sarah
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Professor Dan Siegel The Whole Brain Child copyright Mind Your Brain Inc 2015 - click for a simplified interpretation by a Parent Family Support Advisor in Somerset

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Professor John Gottman - Emotion Coaching

A brief summary of Attachment Theory by Courtney Ackerman, PositivePsychology

Tuning in to Kids - The Mindful Centre, Melbourne University

Professor David Eagleman - The Brain

Working Together to Safeguard Children 2018

Professor Eileen Munro - Review of Child Protection

SCIE - Think Child, Think Parent, Think Family

The Thin Book of Appreciative Inquiry

Beyond Blue Suicide Prevention
Click here to access our easy to read leaflet produced for use in schools in collaboration with Facts4Life

Free elearning portal for parents and professionals

Tuning in to Teens Facilitator Training November 11/12 2019 Bridgwater, Somerset

www.mindfulemotioncoaching.co.uk